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ABSTRACT

Motivation is vital to all learning with the possible exception of incidental learning. Home study may adapt motivational learning theory to its goals by considering basic concepts with related examples. First, the more advance reasons an individual has to believe in the value of home study, the more likely will be the success of educational attempts enhancing that motive, especially if such motives appear realistic and reasonable to the student. Next, developing and conceptualizing of the associative network by the student increases motivation. The student's associating the motive with an improvement in his self-image further increases its utility. Accurate record-keeping by the student of progress towards goals is also helpful. Motivational changes are more effective if linked to a new reference group. Expectancy theory, contract grading, Maslow's hierarchy of needs, removal of motivational obstacles, systems design, and matching the personal needs of the individual to the environment all facilitate motivation. Thirty-seven practical suggestions for the application of motivational concepts are presented. (LS)

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WHAT MAKES LEARNERS LEARN?
MOTIVATIONAL LEARNING THEORY IN HOME STUDY

by

* S. Norman Feingold

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

The transition from motivational learning theory to practice cannot be made simply by reading or hearing about applications. This presentation is designed to encourage application.

I believe in home study. I am a product of home study, both in college and in the military service. I want you to know that I am biased in my presentation. On the other hand, even in an exact science such as physics, measuring the results in an experiment helps change the results.

I. MOTIVATION AND LEARNING ARE INTERACTIVE AND INDIVIDUALISTIC.

Motivation and learning cannot be seen. Learning how to learn is probably meaningless if students have not learned to want to learn. Learning represents relatively permanent changes in skills and knowledge as a function of our variety of experiences. People differ in the importance of learning of any specific variable. Learning to want to learn is an educational objective. At the same time, the very least that can enhance motivation is to let the student know that he or she is expected to learn. In addition, intention to learn greatly accelerates learning. Attending to a learning task is of the highest priority in initiating a learning sequence.

Motivation is a developmental concept and has been modified over the years. Motivation also can be viewed as an instructional task, not as an end but as a means of promoting learning. There are, of course, different levels of student initiated motivation.

This speaker views motivation as dealing with the why of human behavior rather than with so-called gimicks for the control of the

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behavior of others. In my view, motivation is related to man's deep impulses and is closely associated with his or her values. Motivation gives direction and intensity to one's behavior and significantly affects his or her achievements.

Our relative lack of knowledge about the working of the nervous system makes it almost impossible to form a satisfactory idea of the neural basis of effective motivation. But we do know learning is a highly active and very interactive assertive experience. It is highly individualized and unique for each learner.

Success in any task or undertaking depends to a great extent on how badly you want to succeed and how much energy you expend -- in short, how strongly you are motivated. This is equally true in the learning process. Motivation is a vital condition of all learning with the possible exception of incidental learning.

All of us know that some students exhibit a greater interest in learning than others do. They probably also have greater continuing motivation than do many others. One cannot assume that the situation alone will control the variance. Meaher and Stallings (1972) found the personality trait of achievement interaction to be an important variable in this regard. Studies, theories and research of Atkinson, Raynor, Hill de Charm, Weiner, Deci, and others all tend to come together on one point: the importance of self-regard in framing achievement behavior.

The above broad strokes are my way of leading into suggestions for practical application of motivational learning, theory and research to home study.

II. ADAPTING MOTIVATIONAL LEARNING THEORY TO THE GOALS OF HOME STUDY.

How can home study adapt motivational learning theory to its goals? Initially, I will try to provide a broad framework. At the conclusion of this paper, I will present some specific ideas that home study schools might employ. Hopefully, my remarks may stimulate you to think of others. Some of you may have already tried a number of these methods, but there may be many of you who might find this talk a stimulus for new ideas.

My first concept, Concept No. 1, is borrowed from McClelland. The more reasons an individual has in advance to believe that he or she, can or will or should develop a motive, the more educational attempts designed to help that motive are likely to succeed. The support for this idea from many research studies is impressive.

In my view, the first step in a motivational development program for home study is to create confidence that home study will work. Home study educators must sell their courses or nobody will take them. Home study schools are not in the position of experimental psychologists who can order a dozen hamsters, the college teacher who has captive students, or the psychiatrist today who, even with the 50-minute hour, has a long waiting list of people who wish to discuss their problems.

There are a number of "selling" techniques. I'll mention just a few.

A. Prestige suggestion shows that people will believe or do what prestigical sources suggest. (Hovland and Asche) Home study schools can use the names of famous home study graduates, such as Arthur Godfrey, Senator Barry Goldwater, author Harry Golden, the late president Franklin D. Roosevelt, actor George C. Scott, and astronaut Thomas Stafford. For a much more comprehensive list, write to the National Home Study Council. If schools have their famous graduates mentioned with their literature, it well can make a difference. In B'nai B'rith International, to attract new members, we had a flyer showing the pictures of judges, college presidents,

industrial leaders, senators, and other visible people from various walks of life as members of B'nai B'rith and why they joined. People are impressed and join.

B. People who feel they are especially selected to show an effect tend to show it. (Roethlesberger and Dickson) Invitational conferences for professional workers usually bring in numbers of people that would never have come otherwise. This concept has obvious implications for home study; more for some schools than others.

C. Patients in therapy who merely have contact with prestigious medical authority improve significantly over a waiting list of controls, and almost as much as others who get prolonged therapy. The International College in Los Angeles, for example, uses prestigious teachers with formal or informal training who help plan with a student a curriculum that can lead up to a doctor's degree although very few weeks of any residential study are required. A sort of oral contract is made between the student and tutor. The tutor is, of course, a professional in the area of the student's study program. He or she acts as a significant "other person" in the student's life. Tutors, in various parts of the United States, are effectively utilized. Home study schools might similarly do the same.

A competent and prestigious tutor gives a sense of worth to the student as well as a feeling of acceptance. He or she acts as a resource for the student. Key tutors in selected areas where home study students live might not only reduce dropouts and increase completion rates, but give retired people with tremendous expertise something significant to do for themselves and others. These educated people, in a wide variety of subjects, are available throughout the country.

In the same sense, the use of experts in business who are retired is a most active and successful program called SCORE -- Service Corps of Retired Executives. Retired executives give their time and expertise to people who are considering their own business or already have one, and have problems to which SCORE brings top expertise. The expert receives no pay, but the psychic satisfaction is tremendous. It gives purpose to many people's lives who otherwise have nothing truly meaningful to do. Most of them were successful in their work. There are rich human resources of retired people all over the world that still lie fallow. In a day and age when too many people are numbers, this gives an opportunity to home study students to have a relationship with an important person on a one-to-one basis.

Concept No. 2. The more an individual perceives that developing a motive is consistent with the demands of reality (and reason), the more educational attempts designed to develop that motive are likely to succeed. (McClelland) Rational arguments or persuasions do sway opinions, particularly among the doubtful or those uncommitted. Proof and logic do make a critical difference for many students. The home study student who sees that a course will better his chances for promotion and salary advancement is much more likely to complete the course.

Home study is an exceedingly effective method of adult education because it deals with reality and its students. There are "reality" reasons why home study is used so widely by government as well as management and labor. Republic Steel, for example, has utilized correspondence courses to train apprentices since 1947. Over 20% of 340 home study graduates attained supervisory positions. With the stress on the bottom line, more and more colleges are using home study because of its practical nature and where students are more likely to learn today what they will use tomorrow.

Another reality factor is the fact that many colleges and universities accept

up to 75% of transfer credit for prior learning to be applied toward a degree. If this were not sufficient, the extensive, creative and practical use by the Armed Forces of home study would give further credence to how realistic home study can be. My own experience with USAFI as well as college home study appealed to me because of their practical, realistic necessity in my own career.

Followup studies of home study schools by the National Home Study Council have shown the tremendous benefits students receive from a reality point of view. Potential students should know this fact. More home study articles in magazines, newspapers, educational indices, ERIC and other publications are practical ways to use motivational Concept No. 2. At the same time, there is a dearth of home study input into ERIC. Moreover, there is no charge to do so. The same is true of various educational indices.

Concept No. 3. The more thoroughly an individual develops and clearly conceptualizes the associative network defining the motive, the more likely he is to develop the motive. (McClelland) The early empirical support for this concept came from B. F. Skinner. If the associative responses are the motive (by definition), to strengthen them it is important that they be elicited and reinforced. Thoughts are symbolic acts. The practice of symbolic acts facilitates performing the real acts. Learning thoughts can occur at any time and be applied to what the individual is doing. Thought can be tied to action. Acts are more easily inhibited than thoughts. Learning acts have limited influence because they depend on reality supports.

Research has shown that individuals, for example, high in achievement, tend to act in certain ways. They prefer situations where there is a moderate challenge. A practical feedback on how they are doing and an opportunity to take personal responsibility for achieving goals is indicated.

Home study schools can help each student set and attain approved goals. Goals may be immediate, intermediate or long-range. Many facts affect goal setting and goal attainment in learning situations such as in life itself. A student experiencing success anticipates future success in attaining chosen goals. It results in higher achievement rather than experiencing failure and anticipating future failure. Setting and attaining goals require learning tasks at appropriate levels of difficulty. Success on current learning tasks heightens motivation for subsequent tasks.

Concept No. 4. The more an individual can perceive and experience the newly conceptualized motive as improvement in the self-image, the more the motive is likely to influence his future thoughts and actions. (McClelland) Evidence of the importance of self-image on controlling behavior has been summarized by Allport, Rogers and many others.

Home study schools must try to see that their students are ego-involved. The student feels and accepts a certain challenge. The ego is involved whenever the student feels that an important part of him or her is wrapped up in the outcome of the task. Failure in the assigned course will make the student feel there is some loss of self-respect or a reduction in his or her worth. A moderate amount of ego involvement is a powerful aid to learning. Students perform better and acquire more skill when they are made to feel that success in the lesson assignment is important to them -- in some way a measure of their worth as a person. The amount of ego-involvement is to encourage the feeling of initiative and "finishitive" on the part of students. If the student feels that he thought of a project idea, or in taking a certain home study course, he or she will feel more responsibility for

it and accept it as part of himself or herself.

Ego-involvement, however, can be overdone, especially for people who are anxious to begin with. Such people may be worse when put on the spot. Communication to the student must recognize this fact as well as the fact that ego-involvement will vary from task to task. It probably has some effect on student completion rates.

Tests and quizzes affect the person's concept of himself or herself. Grading papers is a means of motivating students to better achievement. E. B. Page found that teachers who marked papers with a letter or numerical grade and made encouraging and favorable comments on their papers caused their students to achieve higher on ensuing tests than teachers who just assigned a grade or those who assigned a grade with a short comment such as "outstanding", etc. Those instructors who correct home study students' lessons have an exceedingly important role to play.

Concept No. 5. The more an individual keeps an accurate record of his or her progress toward achieving goals to which he is committed, the more the newly formed motive is likely to influence his thoughts and actions. The beneficial effects of concrete feedback on learning have been demonstrated repeatedly over the years by psychologists. Aiming at a target without knowing results will not modify behavior. Knowing the results makes a big difference. A person squeezing a dynamotor will squeeze harder if he or she can see the needle.

A number of recent and old ideas have assumed the relationship of feedback to motivation and performance. Feedback is necessary for people to improve performance. Individuals who do not receive feedback do not know how to modify their effects, or even if they should modify them. Other studies have shown that individuals work harder and longer if given feedback.

Recent studies focus on the way performance feedback may affect motivation and goal-setting. (Locke, Cartledge) Positive feedback leads to setting higher goals. Critical feedback from supervisors may provide more defensiveness than increased performance. On the other hand, a few studies suggest that feedback may have no effect on performance, as for example with public utility employees.

In spite of problems in using grades, home study schools can attempt to decrease turn-about time for home study lessons and provide as much practical feedback as possible. Students can be encouraged in their efforts by providing information about their progress.

Concept No. 6. Changes in motives are more likely to occur and persist if the new motive is a sign of membership in a new reference group. (McClelland) A wide variety of studies have shown that people's attitudes, beliefs and opinions are a function of their reference group. Different attitudes are likely to be initiated and be sustained, primarily when a person moves into or affiliates with a new reference group. (Berelson and Steiner) The success of groups such as Alcoholics Anonymous depends on the activities with which the group is organized. Each individual demonstrates his or her membership in it by saving another alcoholic. The far out youth cults give members motivation to change behavior because of their identification with a new group.

How can this concept be applied to home study? In my view, home study schools can create the feeling for home study students that they are a part of a group that

is in the forefront of innovative learning -- namely, home study. Home study students can have some sort of membership card. Professional organizations have long sent its members cards that are rarely, if ever, utilized. They do give the member an identity and a reference group. If home study students can get together from time to time, the reference group will be maintained rather than gradual undermining of the new network because of other pressures.

The growth of small groups of all kinds in this country give credence to needs of people to meet others to identify with some sort of cause or group for self-actualization. Alienation and lack of purpose is too self-evident in our society. Perhaps, ultimately, membership of home study alumni might be possible. Distinctive pins or some sort of solid insignia might be part of this new reference group.

Let me give you an example from my own organization and our attempts to motivate people to give what may have some application in home study. We have different beautiful plaques, depending on the contribution. Each plaque has a space that is filled in with an appropriate glass object for each year of contribution. The plaque and the glass "jewel" is filled in each year. This plaque is amazingly successful in retaining a contributor.

Concept No. 7. Expectancy theory and contract grading can be an effective, motivational force in home study. The motivation theory of expectancy, often referred to as "goal path analysis," may also be examined by educators as a basis for increasing student motivation to perform. This states that if an individual is given a desired goal (a grade in the case of a student), and if the individual is shown a clear path leading to that goal, i.e. a certain performance level or specified requirements, the individual student will become motivated to increase goal-oriented effort.

Expectancy theory presents the following concept. In order to induce motivation not only must a desired goal be presented and a path to that goal explained, but the person must believe that the performance level reached, through effort on his or her part, will result in attainment of the goal. This relationship between performance and the goal is called instrumentality. Educators can strive to increase the instrumentality level or heighten the relationship between performance and reward. A recent study by Polczynski and Shirland was an attempt to increase the performance reward relationship through a contractual relationship with the student. The contract pointed out the performance levels necessary to attain a specific reward which, in this study, was a grade for the course.

The contract arrangement set up a criteria path to a performance level for each grade in clear, quantifiable terms with requirements moving up through the grades. The requirements for a grade of D must be fulfilled before a grade of C could be awarded. The contract permitted each student to "contract out" for a final grade, cognizant of what would be required in order to reach that grade. A student was allowed to renegotiate if he wanted a lower or higher grade at specified times. The results from the questionnaire pointed up that the contract method did raise the student's instrumentality level and proved statistically significant.

A variation of this technique might be applied for home study. Can recognition be given to the "A" student either in dollars refunded for the particular course, or credit given in dollars toward future courses?

Concept No. 8. Maslow's hierarchy of needs. Many of the "Now" generation appear no longer motivated by extrinsic awards alone. Money still may motivate

people, but not as much as it did in the past. The late Dr. Abe Maslow, a past president of the American Psychological Association, maintained that each need must be satisfied before the next higher need would motivate. The first level of human needs is physical. A person ordinarily must have his food and shelter needs satisfied first. A student has to have enough money to live before other things will really motivate him. Once physical needs are met, man wants his safety needs fulfilled -- health, security and general well being. Man's next highest need is social. He wants to be liked by others, to socialize and to be accepted. The next level, the fourth level, concerns a person's self-image. Here a man is concerned with his dignity and respect. He not only wants others to respect him, he wants to respect himself. According to Maslow's theory, the highest need level in the hierarchy is self-fulfillment. This is man's motivation for personal growth for self-actualization.

As a society in the United States, we are probably operating at the three top levels of hierarchy. The first two or three levels of needs have been satisfied. Starting in the '50s, the emergence of the upper levels of the hierarchy is noticeable. The '50s were the days of self-improvement courses such as Dale Carnegie's method of making friends and influencing people. This was just one indication of the needs level in our society.

Now take a capsule look at the '60s. We wanted people not only to like us, we wanted to like ourselves and each other a little bit better. We saw movements for equal opportunity. Everyone should find it easier to achieve all that he or she was able to achieve. Here we are thinking in terms of self-fulfillment needs.

In the 1970's, we must harness a higher level of needs if we are to work constructively with the "Now" generation who have firm ideas of what they want from this life. Many of the older generations are adequately motivated at lower level needs while young people have almost immediately jumped to higher level needs. In industry and government, men in their 30's reach executive grade classification. It used to take a lifetime for most, if at all. One must see the difference in the motivation for the "Now" generation in relation to people who have had very different experiences, having grown up and matured in a different society. But even in the "Now" generation, performance responds to high need for security in an unfamiliar place. The will to succeed, i.e. motivation, is not always enough to permit a student to perform at his or her level of competence during the early stages of a learning program. In the light of Maslow's theory of hierarchy of needs, problem-solving performance is inhibited when an individual has a high need for security in an unfamiliar situation. Individuals also appear to have different personal needs in regard to time needed to prepare to learn.

Learning takes place when the learner is convinced that the situation does not contain any fundamental threat to his or her sense of personal integrity and the learner is provided with some degree of understanding of what the situation really demands.

Home study courses must be geared to meet the needs of the students they serve.

Home study courses and programs may well be developed as tests of the validity of Maslow's hierarchy of needs. This would certainly get a tremendous amount of attention since there has been no research known to your speaker that validates this oft-quoted theory.

Concept No. 9. Removing obstacles to motivation. Sheldon Fisher, former Supervisor of Technical/Special Programs for Delco Division of General Motors and now president of a training consultant firm, considers that what is generally called motivation is removing obstacles to motivation. People are inherently motivated. Essentially, motivation concerns allowing individuals to prove to themselves that they can succeed and to allowing them to whenever they are supposed to.

The process of motivation is fundamentally a humanistic process. Nearly everyone is motivated, and motivating human performance is a process of helping people channel their motives productively and eliminating blocks to human motivation. How can this concept be applied to home study?

Concept No. 10. The person and the environment interact. Still another humanistic concept of motivation; the person and the environment are the two aspects of a motivational situation. When the environment fits the personal needs of an individual, the individual tends to be motivated. Human motivation is based on striving toward goals that the individual may be, or more likely is not, aware of. Students need to be assisted in understanding how their course fits into their value system and how it can contribute to their goals.

Concept No. 11. Application of systems designed to motivation design. Systems design can be applied to motivational design. The systems approach suggests that for every decision a wide range of antecedents and consequences needs to be considered. They can be flow-charted. The motivation of an individual to learn is not a unitary motive; it is a profile of different kinds of motivation. Some of the personality variables influencing an individual's interest in learning are the culture of the person, interests, values, personal satisfactions, anxiety, curiosity, expectancy of success, need for achievement, need for power, need for affiliation, etc. The training setting, i.e. the instructor, materials, and modes of instruction, can affect or be affected by the motivational profile of the learner. If the training institution knows the motivational variables of entering students, the instruction format can be varied to accomodate learner motives. During instruction, temporary changes in motivation can be effected by the choice of technique, content and packaging of the instruction. Some instructional methods may make lasting changes in the motivational profiles of learners.

The eleven Concepts relating to motivational learning theory noted in the preceding remarks reflect, to some extent, the complexity and vagueness of motivation to learn.

III. SOME OPERATIONAL ACTIVITIES - TRANSLATING MOTIVATIONAL THEORY TO ACTION.

Motivation and learning go together like ham and eggs, wine and cheese, bread and butter. Some ideas that I have touched on briefly in my talk and additional ideas that I think are worth exploration in the field of home study follow. The points are not given in any order of importance. They are related, however, to motivational theory and what makes learners learn.

Today's thinking recognizes that reinforcement of learning is both highly personal and transient. A positive reinforcer for one person may affect another person negatively. Also, what acts as a reinforcer for an individual one day may not the next day. With these caveats, one, nevertheless, can develop a list of reinforcers such as recognition, tangible rewards, status indicators, and incentive feedback. It should also be remembered that reinforcers motivate only if they are made contingent upon learning performance. Here, then, are some suggest-

ed ways home study schools can apply the ideas we've touched on above:

1. It may be worthwhile for home study schools to have a directory of WHO'S WHO IN HOME STUDY for outstanding graduates like the directory of WHO'S WHO AMONG HIGH SCHOOL STUDENTS. Hundreds of thousands of copies are sold or distributed. I feel confident one could get a publisher to issue such a directory.

2. If students finish a course in a certain time frame and with specified stated grades, they may receive a credit in dollars for the next course, or possibly a refund from the course just completed.

3. Home study schools might explore the use of special tutors similar to the Small Business Administration's SCORE program. They could probably be obtained at little or no cost. The idea of the tutor plan at International College in Los Angeles might also be explored.

4. Lessons should be returned to students at the earliest turn-about time. With the problems in mail, turn-about time looms even more important. Feedback to students is of primary importance in motivation and learning. A study of home study students at SUNY showed that the two major factors in not finishing a home study course was the lack of discipline and slow return of corrected lessons by the instructor.

5. Home study schools can try to maintain a reference group for those who are home study graduates. It can be the directory mentioned in Point 1, or a national home study association of honor graduates. Home study schools can also create an alumni of home study graduates as a reference group. At least one home study school is planning a national alumni convention in addition to their alumni local meetings.

6. Home study schools can use recognition of home study students as a motivating tool. There can be an identity card as a member of a certain school, mention or picture in a school newsletter, personal greetings and messages at appropriate times (birthdays, etc.), or a plaque or citation for excellence in performance. Students can graduate Cum Laude, Magna Cum Laude or Summa Cum Laude (with honors, with great honors, with the highest honors). An open house may be held annually at which home study graduates are recognized in the school setting. A certificate of recognition may be awarded to home study students who merit recognition in any area.

7. Further screening of home study students prior to taking a course may be helpful. It may change the completion or dropout rate. I have devised a rough screening measure. The questionnaire can be easily improved and modified for your own school use. In industry, I have seen sophisticated psychological testing make a critical difference in bottom line profits.

8. The selection and training of all staff is exceedingly important for home study schools. For those schools who use sales personnel who work on a commission basis, screening and in-depth training may well be the bottom line payoff.

9. Home study educators should get to know schools and counselors who work in other settings. Home study educators can join the local counseling association. Counselors can be a rich source of student intake. Prestigious members of the counseling profession can enhance the image of home study by their acceptance rather than be adversaries.

10. Contract grading may be explored in home study. It has worked from the elementary school through college.

11. Continued research and demonstration by home study schools is essential for further growth and development -- in fact, survival. Guessing that letters will motivate students is wasteful. Pre-testing of motivational letters, as well as new subject matter, is essential.

12. Home study educators can try to get to know their students better and in doing so will make for greater ego involvement of students which, in turn, enhances motivation. The more a one-to-one relationship can be established in home study, the more likelihood of student success. A number of articles on home study point out that, if home study students can share their learning experiences with other home study students, motivation for learning is accelerated.

13. Intrinsic and extrinsic awards can be further explored and exploited in home study. The thrust can be from games as a learning device to a reward that is worth money and recognition. If the benefits the reward provides are not worth the effort, students are not likely to work for the reward. The reward has to be worth the student's time, money and energy. Christopher Cooper pointed out in a recent article the reason for home study students whose grades suddenly went up was related to phone calls and personal letters from the instructor.

14. More and more individual concerns, as well as colleges and universities, have at least one staff person who is their futurist -- planning for five to twenty-five years hence. Home study educators must have objectives they want to reach, then react to what others, including government, are doing to change home study education.

15. The growth of new home study schools who apply for and are accredited, earlier or later, is not only good for the home study field in general but for each school in particular. Big may not be better, but in a relatively small field growth is necessary for long-time survival. What more may be done in relation to a number of home study schools who never apply for accreditation?

16. Studies have shown that grades and pertinent comments in writing by the instructor motivate students to a greater extent than merely giving the student a grade. This thrust may be more appropriate for an art or writing course than a course in electronics where students are more interested in whether their answer is right or wrong. In any event, encouragement by the instructor is a home study priority. Impersonality of instruction must be avoided.

17. Home study schools that have a subject-credit relationship with a college or university are gaining prestige and further educational recognition that may be even more important in the next decade.

18. Home study is a unique method of education, and merely applying or copying techniques that may work in other learning settings or school can lead to frustration in time and dollars. Home study educators need to develop further their own unique methods of motivation and learning. The home study student must understand the unique relationship between the school and him or herself. It may be necessary to restructure the student-school relationship. Students can learn and progress with a quality course with a minimum of administrative details. Rewarding relationships with the school and instructor can be enriched with suggestions mentioned earlier. The student will not continue in a course that he or she

believes is not worth the time and energy.

19. Intentional learning accelerates progress of students. Students who do not have the ability, interest or curiosity, often become anxious and fearful once enrolled. The fear of failure can too easily be compared to a person going to an accident. "Emotional flooding" often leads to failure for the student's performance, as experiences in school in the past were unsuccessful. Home study lessons must not be beyond the grasp of a student. Screening may help prevent students whose performance indicates high probability of repetition of the same behavior. The reading level of most adults in the United States isn't much beyond the sixth grade level. Some college textbooks are geared to the eighth grade reading level.

20. Reality of the home study course for the individual student makes for greater motivation. Home study courses are, particularly in themselves, reality oriented. It can be highlighted and repeated at every legitimate opportunity.

21. Maslow's hierarchy of needs may be utilized and perhaps adapted in home study courses. Although this theory is widely quoted in books and the professional literature, no research known to this speaker has demonstrated its validity. Home study courses might well fill this gap.

22. The use of scholarships or other student aids is prevalent in practically every educational setting. Home study schools may award scholarships or educational loans for further education for their own students who are enrolled, expect to enroll, or to student honor graduates for advanced study. This idea taps many of the concepts of motivational learning.

23. Home study schools may want to contract with employers for hands-on experience for those students who are enrolled in certain pertinent subjects. It may well be a cooperative work-study program. Home study schools have much to offer industry, and industry is more receptive than ever before.

24. In a tight labor market, the more a home study school can do to help their graduates to get jobs or advance in their present jobs, the more home study schools will help their students and gain further acceptability and accountability. Selective placement is a function of home study that can be accelerated.

25. Home study schools can contract with colleges and universities in their area as part of their degree requirements for the master's or doctor's degree. Education, psychology and sociology departments may be a good place to start exploration for jointly sponsored projects of this sort.

26. Use of "800" lines for students to call home study schools may be worth further exploration. The phone is now being used in many parts of the country for career counseling of youth and adults. It can be similar to a hot line.

27. A home study placement director that helps home study graduates for further or selective job placement is well worth exploration. This department can serve as a strong motivating factor for enrollees as well as graduates.

28. There are hundreds of contests conducted annually by schools, colleges and various agencies. Many contests offer scholarships or money awards to the winners. The best of these contests are approved by the National Association of Secondary School Principals. A writing contest for home study students on "What

Home Study Means to Me" can make for further motivation to students in a worthwhile project. At the same time, home study schools may get some fresh, creative, new ideas from their students. The contests may be opened up to non-home study schools as well.

29. An up-to-date, in depth book or career brief on opportunities in home study with a successful educational publisher can bring further recognition and prestige to the home study field. It can be a motivating factor at many different levels for the entire field as well as individual schools. In my view, the professional literature in books and articles on home study can and should be noticeably increased. Home study articles and booklets should be incorporated in the ERIC (Educational Resources Information Center) system and in the wide variety of appropriate educational indices. More research is indicated so that other educators really know what is happening in home study.

30. A reference group has been known in various unstructured studies as a strong motivating force. Home study schools may consider an alumni directory of graduates. The directory can also give recognition to home study students. It could also be used to help get information about students that may be used in a wide variety of constructive activities.

31. Motivation for learning can be stimulated by all five senses. Home study courses that use as many modalities as possible increase home study students' chances for a better retention rate.

32. Expectancy theory motivation may be used by home study schools to further completion rates of schools. New courses may be written in a way that students can readily be expected to complete. The same course may have to be in different tracks (ability and interest of different students).

33. A school might have a Home Study Speaker's Bureau. Many organizations have a speaker's bureau such as the National Metric Speaker's Bureau established by the National Bureau of Standards. They have more than 250 volunteers, including at least one in every state. Home study speakers can be invited to Career Days at high schools and spread the powerful word of home study. Many organizations have speakers in specialized fields and are utilized in many ways that help the organizations as well as the students. We, in B'nai B'rith Career and Counseling Services, have used a national Speaker's Bureau that has been beneficial both to the student and to BBCCS. Schools today have available more community resources than ever before.

34. Further use of the telephone may be employed by home study schools. Rune Flinck at the University of Lund in Sweeden reports on the use of the telephone as a resource in correspondence education. Most students rated correspondence study as a very good way of studying, and the more students used the phone (including recorded messages), the more they viewed the use of the phone as a positive force in correspondence education.

35. Research and demonstration by home study schools should be placed in ERIC. In preparing for this presentation, I used the ERIC facility at George Washington University. Thirty-two recent articles on home study were given to me by this printout. No accredited U.S. home study schools, research or demonstration were mentioned. Input to ERIC costs you nothing.

36. Recognition is a major source of motivation. Home study schools may

consider such a plan as "Home Study Student of the Week" or the Month, or Year, and in other ways giving the person a recognition that counts.

37. My final comment is one that I personally would like to see come to pass. In my experience, motivation can be evolved through an invitational conference or conferences on home study. A grant may be possible from public and private sources. This sort of project will take much time and extensive effort. It can put home study on the educational map and, at the same time, help change educators with power who are not knowledgeable about the accomplishments of home study. An invitational conference would give recognition to the National Home Study Council and the students it serves, as well as the schools offering home study. The many accomplishments of the National Home Study Council will receive an even greater positive image in bringing about this significant contribution in the home study field.

I hope this presentation helps all of you to try some of these ideas or others generated by your own creativity. My own philosophy is that we must be flexible in challenging, changing times and be willing to try out new motivational and learning experiences for the adults served by home study.

Home study need not be on the defensive, for the facts show clearly its outstanding record. Research comparing home study and resident students indicate that home study is as good, if not better than resident education. Productive use of correspondence education in government, industry and unions gives clear evidence of the practicality and necessity for home study as a learning technique for thousands and thousands of students. Singh Bakhshish in a 1972 issue of CONVERGENCE Magazine, most emphatically points out "the future for integrated correspondence in developing countries."

Home study educators, raise your goals! The educational market is a moving target. Changes have to start with people, people with ideas that work for them in their unique settings. As home study educators accept the premise that change is inevitable and controllable, they will be in a position to help their schools creatively develop and implement new programs that can only lead to noticeably improved climates for students and instructors, as well as the total community.

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